

Minutes
Clark County School District
Meeting of the Board of School Trustees
Edward A. Greer Education Center, Board Room
2832 East Flamingo Road, Las Vegas, Nevada 89121

Work Session

Wednesday, September 3, 2025

4:00 p.m.

Roll Call:	<u>Members Present</u>	<u>Members Absent</u>
	Irene Bustamante Adams, President	Isaac Barron, Member
	Brenda Zamora, Vice President	
	Tameka Henry, Clerk	
	Lorena Biassotti, Member	
	Linda P. Cavazos, Member	
	Lydia Dominguez, Member	
	Ramona Esparza-Stoffregan, Member	
	Adam Johnson, Member	
	Lisa Satory, Member	
	Emily Stevens, Member	

Jhone Ebert, Superintendent of Schools

Trustee Bustamante Adams:

Hey, everyone. We're going to go ahead and start our meeting. I would like to welcome everyone today. I'm President Bustamante, Irene Bustamante Adams and call this work session of September 3rd, 2025 to order. The time is 4:00 p.m. I would like to remind everyone to silence your electronic devices.

We acknowledge that the land on which we gather is territorial homelands of the Nuwu-the Moapa Band of Paiutes and the Las Vegas Band of Paiutes.

Flag Salute

Trustee Bustamante Adams:

Opening item is 1.01. Trustee Stevens, please lead us in the Pledge of Allegiance.

Adoption of the Agenda

Motion to approve the agenda with the following changes. Reference material is provided for the following Items: 2.01, Superintendent's First 100 Days. 2.02, Balanced Governance Comprehensive Board Governance Services Proposal. 2.03, Balanced Governance Superintendent Evaluation Process Overview. Revised reference material is provided for Items:

2.02, Balanced Governance Comprehensive Board Governance Services Proposal. 2.03, Balanced Governance Superintendent Evaluation Process Overview.

Motion: Cavazos Second: Biassotti Vote: Yeses-6 (Bustamante Adams, Biassotti, Cavazos, Henry, Stevens, Zamora); Not Present-1 (Dominguez)

Motion passed.

Trustee Bustamante Adams:

Before I open up item 1.02, is there anyone who did not get a chance to complete a public speaker card? This is the item we used to be able to take public comment. Okay. See none. I close that.

Since there is no public speaker, I will entertain a motion. Trustee Cavazos to approve the agenda.

Trustee Cavazos:

Thank you, Madam President. I would like to make a motion to adopt the agenda with the following changes. Reference material is provided for the following Items: 2.01, Superintendent's First 100 Days. 2.02, Balanced Governance Comprehensive Board Governance Services Proposal. 2.03, Balanced Governance Superintendent Evaluation Process Overview. Revised reference material is also provided for Items: 2.02, Balanced Governance Comprehensive Board Governance Services Proposal. 2.03, Balanced Governance Superintendent Evaluation Process Overview.

Trustee Bustamante Adams:

Thank you. I have a first from Trustee Cavazos. Trustee Biassotti?

Trustee Biassotti:

I will second the motion.

Trustee Bustamante Adams:

Okay. I have a first and a second. Please cast your votes. Okay. That passes six to zero.

2.01 Superintendent's First 100 Days.

Presentation and discussion on the progress of actions completed during the Superintendent's first 100 days. (For Possible Action) [Contact Person: Jhone Ebert] (Reference material may be provided.)

Motion to accept the report of the Superintendent's First 100 Days.

Motion: Henry Second: Esparza-Stoffregan Vote: Unanimous

Motion passed.

Trustee Bustamante Adams:

We will next move to our business items 2.01, Superintendent's First 100 Days. Before I open that, is there anyone that did not get an opportunity to complete a public speaker card? Okay. Seeing none, I'll close that and I will turn it over to our superintendent.

Jhone Ebert:

Thank you, Madam President, members of the board, for the record, my name is Jhone Ebert and I'm honored to serve and finish out day 99 and tomorrow will be day 100. In our offices this morning we actually had a scavenger hunt and those to make sure that everybody knows everyone else and had a little bit of fun to celebrate.

I am more grateful than ever that you all selected me as the superintendent and the partner in this work. It's a challenging time and it's an exciting time as we move forward. Our team is proud to present a report and I want to emphasize team. This is not one person work, body of work at all. I would include all 44,000 employees that have launched a very successful school year and those that have had their direct hands in all of this at work as well.

So, I'm going to give you a quick overview of our work knowing that you'll have questions for me and the team at the end and that we'll dive into all of this and also have and share the vision for the future. You hired me to guide significant changes in our district to make CCSD *the Destination District* for our students and families. However, in order to move the needle in student achievement, we must first address climate and culture.

This 100-day plan made significant progress in working to improve four areas of our climate and culture. Rekindling the passion of our entire staff, improving the way we communicate, growing our partnerships, and rebuilding trust. When we talk about becoming a *Destination District*, people ask, "What will that look like?" And to me, a *Destination District* is where we see increased student achievement, increased enrollment, more students choosing CCSD and those that are achieving at higher levels. Educators who feel respected, fulfilled, safe and committed in a thriving professional environment for the entire team and a community of stakeholders who are aware of and support CCSD's priorities.

So, we have our work cut out for us to be a destination school district and how do we get from here to there? We have envisioned three phases. The first 100 days were designed to address climate and culture. So, we set up to make that a meaningful change. Our bridge work, which is the work for the '25-'26 school year, will focus on our Core Four academic areas and our long-term strategic plan that will serve as our North Star as we transform into the *Destination District*.

Before we go on into the 100-day plan, I want to acknowledge that many employees, the community members have told me this was one of the smoothest starts to the school year and I even heard it today at the two schools that we were at celebrating the Nevada Teacher of the Year, Ali Jun, this morning, asked them how their start of the school year went and then the ribbon cutting at South CTA as well this afternoon.

Well, much of that is because of the work of the entire team. I have to recognize the many departments and people that made this happen. We have our facilities, our new chief. You can wave your hand. Yes. He's sitting in the back there. HR. Where's our HR team? There we go. Okay.

Jhone Ebert:

Transportation and food service, we have Mike as well. Our teaching and learning with our Dr. Jesse Welsh and as well as business and operations leader, Felicia Gonzales. But I would be remiss because there's someone that likes to hide in the... She just kind of maneuvers and that is Rosanne Richards. She is amazing and does a heavy lift and every day I come into the office, "What can I do for you? What can I do for you?" As well as Carmen West and we also have two other amazing staff members with us and we also in the 100 days hired a new CFO.

So, and the media has found him, which we're excited about because he shares the passion of becoming a *Destination District* and has children in the Clark County School District as well. They all believe it is critical for us to provide a safe and comfortable learning and working environment for our students and our employees. So, I want to thank them.

And I would be remiss, but I'm not sure where he is right now. Yes. I am calling him out. Jon Okazaki, who has led our contract negotiations. Thank you, the board for approving the teacher's contract and I look forward to the other four contracts as well. I am extremely proud of this team, the region superintendents, the SASes, the teachers, you start listing them all and you don't want to miss, but 44,000 human beings that come to work to serve our children. This 100-day report was designed to be distributed throughout the entire community and to have us be transparent in our work and we'll provide this report to all of our employees, parents, and community leaders.

So, let's skip some of these design elements and we'll move on to slide 10. Our highlights for reporting reigniting the passion of public education. This work is rooted in creating an environment where all teachers and staff feel and see themselves. The last 99 days, I've heard from many teachers that they did not feel recognized or valued in their positions, nor did they feel empowered and now they know that they are here to lead and do the great work with their students.

I also heard from families who do not feel connected with their schools and I'm proud that we reached out to thousands of educators and families to let them know we want them to teach. We want our families and students to learn. We value what they bring to the table as individuals and we want to empower them to make choices that best fit their needs, whether it's helping them select the best school for their child or conducting regular temperature checks with employees so we adjust when we are needed to adjust the positive climate and culture.

Strengthening communication. This highlights our work to strengthen communication by providing consistent proactive communication and customer service. We're evolving to provide more timely, accurate and relevant information when we communicate with our stakeholders, families, employees, students, elected officials and all community members. We've made huge strides here from creating new customer service standards that will be utilized throughout our district to analyzing our onboarding processes, to ensuring we are giving our employees what they need to succeed in their positions.

Jhone Ebert:

You might have seen a few of our short video updates timely when things happen, we've put them online and we're excited to share and have everyone engaged. When I was a classroom teacher, I had a sign up in my classroom that said mutual courtesy, mutual respect, and that's how we want to move forward and we know that this is a two-way street in doing so.

I often say that we cannot transform the nation's fifth-largest school district alone. We are redesigning the way we engage with partners. Our schools should be hubs of innovation and opportunity for every student. Community partnerships should uplift our students to help CCSD reach our ambitious goals. We have reimaged our partnership protocols and how we will recognize and thank our partners.

Kirsten and her team have done an amazing job and not all the documents are here. If we provided you in-depth all of the resources that have been created in the last a hundred days printed out. Jesse shaking his head, Deputy Superintendent Dr. Welsh, it would be inches high. And it's been an iterative process. It's not just Kirsten sitting in a room with her team developing it, but we've actually pushed it out to community members, to parents, to families to get their input. This is what we're hearing, now we've documented it, is it right? So, we're not complete with all of that work, but we're definitely in progress, in process.

Incorporating student voice into our work, as you know, is critical, very critical, drives a lot of us each and every day at this moment in time, especially when we think about being a destination school district. The podcast, our first podcast was launched last week and that came from our students. They sat right there and were speaking to you at the dais and said, "We need to do podcasts." And so, we launched the first one. It was exciting. Talked about the Core Four and had students on the interview as well and discussed workforce, how they see themselves moving out into the future.

We're gathering feedback right now to relaunch the CCSD website. The last time the website was redesigned was over a decade ago when I was in charge of the website. So, we are going to redo that. We're excited. Yes. There was some of you, yes. I was the chief technology officer and so excited to get my hands in there with the team and re-update that.

We've already mentioned transparency a few times, but it bears being repeated again. We're committed to being transparent and creating systems that hold us accountable to rebuild trust. This is important as well. I met with the Student Council Advisory Council last week and we talked a little bit about what trust means. And trust doesn't mean that you agree. Some people are conflating, "Well, if we agree on something, then we must trust each other."

No. I definitely can trust people that I don't agree with and we can move forward together, have conversation, have dialogue, have debate. And so that's what we're doing within the Clark County School District. We want the community to feel that we're in this together and a shared responsibility for student success.

Jhone Ebert:

This includes establishing and revitalizing our advisory councils with principals, teachers, parents, and community leaders. It means meeting regularly with our media, which we have here tonight, and even letting our parents and guardians know about the progress we have made to ensure their children are taught by a licensed educator. We've taken steps to rebuild the past 100 days and look forward to continuing this important work.

The Core Four. You've seen what we've been able to accomplish over the past 100 days to improve climate and culture, and of course, we'll continue to do that work and there's still much more work to do. And as we move forward, we'll be focusing on our academic efforts and what we call the Core Four, which are the four key areas that are critical to our children's success throughout their entire journey.

First, Pre-Kindergarten, we've added 500 seats this year, early childhood literacy, making sure that we have literacy strategists in our schools, middle school math and workforce and college readiness. For Pre-K, we know that this is critical for mental development, also their physical development, their social emotional development. Being in a room with a highly effective educator with their friends, just having fun. It's all important. It's all part of learning. And we're working to create an additional county-wide strategy to enroll our most at-risk students and prepare for even more expansion in Pre-K.

Again, we've seen hard-fought increases. We're going to have the data released here by the State Department of Education on September 15th, fully expect to see increases in literacy, in mathematics and in other areas as reported by the Nevada report card. But throughout this entire year and capitalizing on those successes, even a year from now, we fully expect to be past those pre-pandemic scores well beyond and moving at a fast pace for a wonderful climb to increase our gains, both differentiation and instruction that we've had our Tier I, but now how do we fully implement Tier I and Tier II education across.

Middle school math, you know, this is near and dear to my heart being a former math teacher. Again, we must celebrate the growth we've made while also taking steps to accelerate the achievement. What we don't talk about here is our mathematics achievement is actually below our literacy. And so, we have a lot of work to do in this area and we're going to be focusing in the middle school area.

We've seen progress as well with the number of students earning dual enrollment credit or scoring a three or higher on AP exams. And our work this year will be there to help every student envision their own career goals and ensure we provide them with a pathway to get there, whether it is through college or additional workforce training that they have the time to do an internship while they are in our schools. And every student should feel confident that as they progress through our system, that they're ready to go into the workforce college and/or jump into the military.

Jhone Ebert:

So, our long-term planning, we know we need to set an ambitious strategic plan to transform this amazing school district and we will co-design this plan with our community, our educators, our parents, and every stakeholder. I want as many voices from our community as we can have in this planning process. We have traditionally, and I will say as my past experience as well, not necessarily been inclusive of those that don't currently have children in the school district, but they need to be included. They know the type of community members that they want to see when our kids graduate. They also have pathways for our students to be engaged in and including as many voices as possible.

I've had this passed on from a friend, and I think you've heard this, let me say that 20% of the people in the Clark County are younger than 18 years old. They are though 100% of our future. Yes, that resonates. Our strategic planning process will begin this month. Thank you very much trustees for helping with that. We intend to produce a strategic plan in late spring so our schools and community can incorporate it into the planning for the '26-'27 school year and beyond. And I'm excited to have these conversations with our community. This is our chance to design the schools that we know will make us proud and to prepare our students for success in an ever-changing future.

So, with that, I am not going to read all this fine print, but we were strategically planning the layout of this document. We know that there are those folks that would like to have the bullet points. Just give me the high points so that I can know where you're going as a school district. So, rebuilding trust, the points that I spoke to when I interviewed for this position, that's what we've been working on, this 100 days have made great progress and the Core Four for the '25-'26 school year and then moving forward through the rest of the school year.

And so, in the appendix, you have here, again, those that want to dive deep. You have the components of the 100-day plan, which are our accomplishments. You've seen some of them before, but others were added as we spoke as a team and went out into the school district, there were things that would pop up with the deputies, principals. They'd say, "Hey, have you thought about or will you change?" And so, we took a look at those and added them to the early wins.

We also added, let me make sure I get there, the Core Four Bridge Work. And so, the team did a deep dive root cause analysis on where we are now with Pre-K because we know we have over 10,000 Pre-K seats, but where is it that we need to go? Why aren't we there yet? And what are the action steps that we need to take to have everything come to fruition.

So, starting in the appendix on the Core Four Bridge Work, you'll see the analysis and this was with the region superintendents, the SASes, all of the chiefs as well as the deputies along with teachers in the classroom that are practicing, and in some instances the Department of Education as well weighing in some of these areas.

Jhone Ebert:

So, you have the same pieces with early literacy, problem statement, root cause, responsive actions, and then moving on to page 40, middle school mathematics. And then page 41 has our workforce and college career readiness.

And so, with that, I want to end our time together for this presentation. I'm excited when I wake up tomorrow, it's going to be day 100 here in the Clark County School District as your superintendent, this team and community has come together. They want to see a transformation. I know that you're ready for it. The entire Clark County School District team is ready for it. I appreciate the opportunity to partner with all of you and look forward to working with the community as we become the *Destination District*.

I stand ready and my team stands ready to answer any questions you may have.

Trustee Bustamante Adams:

Thank you, Superintendent. We'll go ahead and take questions from trustees. Trustee Zamora?

Trustee Zamora:

Thank you, Madam President. There is definitely a shift that has happened since the beginning of the first day of school. I think even hearing principals say that they're excited for us, as trustees to be in the schools makes a huge difference and I thank you for that because that came from you. The process is just a lot easier.

They are excited, principals are excited. All I get is good reviews about you and they're excited what the future holds and just the admin kickoff, everything. We can all feel it. I do have two questions for you. I saw that you created a Parent Advisory Group. Can you talk a little bit more about that?

Jhone Ebert:

So that group will be meeting, we haven't met yet, but parent voice as we know is extremely important. We have such a diverse group of parents across our community and guardians as well. And so that group will be meeting. We haven't set the specific time period, but periodically. Also, too, I've offered to do online events as well. Being everywhere is not easy, but being able to provide and have the conversation. And I need to say too, those people that aren't available to attend an event Let's Talk is available. They can send us a note. We have quite a few folks that already use the link Let's Talk and they can have their voices heard.

Trustee Zamora:

I think I'm looking for more info on how we're getting the parents for that advisory group and how they were recruited because I would love to learn more about that.

Jhone Ebert:

So, I will ask Brad and Kirsten to come up because they have been doing all of the behind-the-scenes work on that.

Brad Keating:

Good afternoon, members of the board, Brad Keating for the record. Wanted to let you know, so the first meeting will be held on November 4th at 10:00 a.m., at the Family Support Center. In order to find families and parents that were willing to participate, we worked closely with the region superintendents and principals in each region asking them to identify parents that would be willing and open to having honest and open conversations with us.

We also identified parents that are taking coursework through the Family Engagement Centers, the 12 of them across the valley as well as the Family Support Center. So, it's a mix of parents representing every region, the Family Support Center and Family Engagement Centers.

Trustee Zamora:

So, I'm assuming that's going to be the first meeting we're going to figure out how it goes in person and then possibly going online if that seems to be what attracts the most people?

Brad Keating:

Brad Keating, for the record. Yes. We're excited for that first meeting to be held in person and then listening to parents and the feedback they provide us on if we should do, just like you all had a conversation about your trustee meetings coming up, do we do them hybrid, do we do them virtual? Do we do them in person? And then we will play as we move forward with different times of the day as well so that parents can actively participate.

Trustee Zamora:

Okay. One more follow up on this. Will you have rotating parents in and out? Like let's say, yes, a parent signed up, they do not make it to the November 4th. Will you continue finding parents to join or is it going to be a set group of parents that continue?

Brad Keating:

We've cast a pretty wide net, so we are inviting a large number. When I say a large number of parents, we've got a list currently of 80 parents. So, we figure that we will get a good subset of that for that first meeting and then we'll tweak moving forward and if parents are unable to participate or decline the invitation as we move forward, we'll replace them with another person.

Trustee Zamora:

Thank you. Thank you so much. I have one more question. The Pre-K Core Four, as we talk about Pre-K and how we are trying to fill in the seats, I know one of the biggest things that I have heard a lot from parents is that they do not want their students to do Pre-K two years in a row and that has a lot to do with kindergarten. They have to be five by August 1st, and that seems to be a lot of the concern. Do we plan to have any messaging around that to kind of alleviate?

Jhone Ebert:

Yeah, so that's the law. We can't change the law as far as being five by August 1st. There are children and families that do want, and three, and you guys have heard me say this before as well. Coming from New York, three and four-year-olds, 100% are available across the entire state if families choose. Some families don't want to participate in Pre-K at all and they do not have to, but it is an option for all. I wish we were in that situation.

Right now, we first filled four-year-olds and now we're filling three-year-olds. We've partnered with several of the other entities and providing those that were on waitlist for Pre-K seats, the other options that are available within Clark County. So, we are working with that. But it is parent choice. We're not requiring people to be in Pre-K.

Trustee Zamora:

I think I was looking for more if we can do some positive messaging, right? Yes, you can do Pre-K now and if your child will not be five by August 1st because it is law and that's important. There's a lot of education that needs to happen to say that it's not us as a school district, it's the state. Positive messaging of actually this would be good for the student if they are, they have to do Pre-K or if they want to do Pre-K twice. So just more of the positive, how this can help data, anything like that, that could be helpful. Thank you.

Trustee Bustamante Adams:

Thank you. Trustee Stevens?

Trustee Stevens:

So, I love this and thank you for the presentation. I was listening to you and one of the things that you talk about often, and you said it in this presentation was the effort for re-energizing the passion. And what I most appreciate about that is that we get the opportunity to see how you live that and practice it every day. I don't know if anybody's ever been to an event with Superintendent Ebert, but she never falters, always smiles, always excited even if it's 6:00 in the morning or whatever.

So, I appreciate the passion and the energy. My question is actually about the podcast. So, I think this is phenomenal because the kids, you're giving them a voice, which is what they've been wanting and I'm wondering how we can listen in, who's hosting it, how often is it going to be posted, where are they doing their recordings? Are they doing it in a school setting where they've got the equipment set up? What does that look like? I want to hear all about this.

Kirsten Searer:

Hello. Kirsten Searer, for the record. We are actually partnering with Vegas PBS on this. They were intending to build a podcast studio anyway, and we said, "We have a really good reason for you to accelerate that plan." And they have cooperated and been wonderful partners.

Kirsten Searer:

And so, this will be a monthly podcast. You can listen to it on Spotify and one other platform that I can't remember now, but I will send it out to everybody. It's definitely on Spotify. It's called the *Destination District* podcast. And as of yesterday, I knew we'd had more than 250 downloads, which I thought was not bad for our first podcast. I would encourage everybody to check it out, *Destination District* Podcast.

And so, the plan is to focus on issues that are topical within the district, but to really focus it in on student voice. So, if we're doing something about workforce readiness, we're talking to students about their college and career plans. If we're doing something on absenteeism, we're talking to students about why they miss class, really rooted into the student voice.

Trustee Stevens:

So just a quick follow up on that. So sometimes we, as trustees, we'll get emails or outreach from students, they'll reach out to us, and is there a way... If they bring up something that's actually really interesting, what is the best recourse? Is there somebody that we can point them to say, "Hey, this might be somebody to have on the podcast." And give them that opportunity or something like that. I don't know.

Kirsten Searer:

I love that idea. I think we're very open to guests. You can definitely send them to me and members of the public are welcome to reach out to me too. I'm kirsten@nv.ccsd.net. It's easy to find me. So, we're happy to have ideas. Yeah.

Trustee Bustamante Adams:

Thank you. Trustee Biassotti?

Trustee Biassotti:

Thank you, Madam President. I wanted to share a quick anecdote. Just last week I had the opportunity to be a part of the Bright Futures walk to reengage students and who have an enrolled in our district. And I was in the Superintendent Ebert's team when we knocked on doors and left door hangers when there was no answer. Since I was holding the list of students, Superintendent Ebert would ask me the name of each child and make sure she spelled it correctly and leave them a sweet note and on the door hanger, putting an exclamation with the heart and all.

And in every detail, it shows that Superintendent Ebert truly and genuinely cares about the wellbeing of our students. And we share that sentiment and I feel reassured that we made the right decision when we chose for her to lead CCSD. So, thank you for your hard work, Superintendent Ebert.

Jhone Ebert:

Welcome.

Trustee Bustamante Adams:

Awesome. Thank you so much. Trustee Henry?

Trustee Henry:

Again, thank you so much, Madam President. I was out today in the community at a nonprofit summit where there were many members of nonprofits who were singing our praises for making the best selection. And so, I want to thank you for hopefully living up to all the praises that they're singing. Right?

I wanted to circle back to Pre-K and you were saying that you all are creating capacity for additional Pre-K seats countywide. Can you speak a little more to that, to those efforts?

Jhone Ebert:

Yes. Thank you, Trustee Henry, for the question. We are working and we'll have the facilities master plan coming to you October 1st. And so, we've had some iterations of the plan. We have space within... That's something that a lot of people have been worried about and saying, "Well, there's not enough space." We actually do have space within some of our buildings. And so how do we make sure that the space is utilized for Pre-K?

Brandon and his team, our contractor will bring that to you. But looking at various places, you know, strategically placing where there's need and where we have space, for those additional classrooms. I think too, the legislative session did just end, however, the 2027 legislative session started. I mean, all of the work that needs to transpire. And so, working with our elected officials, as well as, the Nevada Department of Education, the governor's team to make sure that we can expand Pre-K this next biennium would be wonderful.

So, the two pieces, one, making sure we attain additional funding, and two, through the facilities master plan using space to make more classrooms.

Trustee Henry:

Thank you so much for that. And the other question I had was going back to the family advisory, the family advisory group, and how will we ensure that there is diversity and that we are reaching those families who are the hardest to reach? Because I heard that we're going to the families who are already attending various classes, but what about those that are not?

Jhone Ebert:

Yes. I have heard this board loud and clear to make sure that we have diversity represented. And that's also too why knocking on doors, those kids aren't coming to school so digging deep into our communities, making sure that we have that diversity at the table. That is our job and that is our full intent.

Trustee Henry:

Thank you so much.

Trustee Bustamante Adams:
Thank you. Trustee Dominguez?

Trustee Dominguez:

Thank you, Madam President. I will attest, I've seen Superintendent Ebert very chipper at 5:00 a.m. at the bus yard, so I can attest to that. And something I wanted to share was that every time I've walked into a school, anytime I've spoken to a staff member, there's a sense of relief. There's a sense of feeling heard now and now whenever they bring ideas to the district, to admin, it's being heard and not just... It doesn't just stop there; action is being taken. And so, I know I appreciate that and a lot of people in my district have appreciated that.

One of the questions, I know I brought this you when you first came on board, and I thought it was a big loss for CCSD that we didn't have a lot of good partnerships with businesses and community members. Can you talk a little more about the new partnership, Community Advisory Group? I think that's what it was called.

Jhone Ebert:

Yeah. While, Kirsten's making way up. We had a meeting just this last Friday with over 40 business partners. I don't want to steal her entire thunder, but ranging from the Raiders and the Aces to other smaller organizations, law firms here locally, but very well, again, a diverse, well-rounded group. The two hours went by extremely fast, but that's just a tip of the iceberg. So, Kirsten, please.

Kirsten Searer:

Yeah. Kirsten Searer, for the record. So, we have brought back, it used to be called the Partnership Advisory Committee. We have now called it the Partnership Action Council because we have laid out a fairly ambitious charge that they have accepted, which is to support us not only in identifying funds for schools and programs, but in-kind donations, volunteers.

We definitely want to have every school to have one reliable partner that supports things like Teacher Appreciation Week or other things that they do, student recognition, holiday parties, that sort of thing. And then we also, they brought up proactively, which I was pleased with that they would like to help support our policy initiatives. So as Superintendent Ebert mentioned, it's never too soon to start putting together our 2027 legislative agenda, and they proactively brought up that they would like to be briefed on that process and supported as best they can.

And also help us, as influencers in the community, we've had a lot of conversations about social media and how we need to get the word out to folks these days, and they offered to be influencers in the community helping to amplify our message. So, we see it as, I mean, yes, we are hoping to fundraise and identify funds for our schools and programs through this committee, but also work with them to sort of change the narrative about the district.

Trustee Dominguez:

Thank you. And so, if you could tell us how a business could get involved in this partnership and this action committee?

Kirsten Searer:

Yeah. Absolutely. Well, there's many ways that businesses can get involved with us, and I'm guessing from previous conversations I've had, there'll be a lot of questions about the partnership plan that we've unveiled. So, we're going to unveil, with the website, a whole new partnership site where businesses can come and say what they have to offer and then we will work to try to connect them with schools.

Another thing that we heard is there's a perception, I don't know if this is true or not, but some schools have a perception that there are certain schools that get all the partnerships. I put that in quotation marks. And I don't know if that's true or not, and I don't know if that's fair or not. Some people are out there hustling and they should be recognized for that. But we want to make sure that when partners are... Brad and I just talked to a new partner today, right?

When we make contact with a new partner or when they reach out to us that we're tracking which schools have partnerships, asking them regularly, "What do you need on your campus?" And then trying to match up the best partnerships with the school needs. And so that's going to be a really huge emphasis of this new plan is that annually we'll ask all the schools and departments, which partners do you have? What needs do you have? Then we'll provide them with some ways that they can show gratitude throughout the school year because we know that that's how you build relationships that are long-lasting.

And then at the end of the year, we'll survey them again to say, "Who came through for you and what are your needs for the next school year?"

Trustee Dominguez:

That's fantastic. Thank you.

Trustee Bustamante Adams:

Thank you. Trustee Cavazos?

Trustee Cavazos:

Thank you, Madam President. And thank you Superintendent Ebert for your presentation. And I echo the sentiments of my colleagues that there has definitely been a shift in so many different areas and we all are very different on the board. We all represent different parts of the district, but we're all representing the entire district as you are, and so we appreciate the work that you have done so far, and I especially am one of the ones that really appreciates the appendix. I will look at all of that stuff. So, I just want to admit that.

Trustee Cavazos:

A couple of really quick follow up questions on the parent group, Parent Advisory Group. Is that going to be something like the Student Advisory Group that trustees can find out ahead of time, like what the topics are that we can observe if possible?

Jhone Ebert:

Yes.

Trustee Cavazos:

We will be able to do that. Okay. Just wanted to make sure. Also, too, going back to the early literacy page, especially interested, we need to continue to differentiate instruction to best meet the needs of students through Tier II and Tier III interventions. What do you see, superintendent, as being the focus of those Tier II and Tier III interventions? How are we going to go about that?

Jhone Ebert:

Yeah. So first, I mean, data, data, right? Every single piece. I think as a district, and because I was here and now, I'm back before... Our Tier, even though we knew about Tier I, Tier II, Tier III, right? 100% of the students should receive Tier I instruction, 100%. Moving to Tier II, depending on what the student's needs are, it may be high dosage tutoring that they're working with, but we have our MTSS process to work through those pieces.

What has happened and the reason why we wanted to highlight this now, what's happened in the past is that people would not have a solid Tier I base, right? And they'd immediately jump into, "Oh, I must be Tier II or Tier III because I'm not achieving." No. They're actually not achieving because they didn't have core instruction.

And I want to say the entire team here, this last two years have been focused on Tier I. And now how do you move and start to truly differentiate? And what happens sometimes, especially, and I feel like I'm preaching to the choir, you already know this answer, that people say, "Okay. We've had solid Tier I instruction, we're moving on to those additional supports." And then the student is there forever, right?

No. You come in and out of all of the Tiers and sometimes even when you're very high achieving, there are times when you need those Tier III supports that are there. And so that's the art of our profession. And so, helping our educators, I think, again, we've done a great job with Tier I, now helping the educators flow through those components of when a student needs those additional supports, timely, effective, making sure we're communicating with the parents and then moving them back into Tier I and that flow through a system as our children learn and gain their expertise in all of their areas.

Trustee Cavazos:

Thank you, superintendent. I know there's probably a lot of educators. I'd be very happy to hear that. And I want to especially compliment you on your continuing inclusion of our parents and our

Trustee Cavazos:

educators in all of these things. Another follow up real quickly is you and I have had a lot of conversations about relationships and how important they are in all aspects of our district. So, when I'm looking at the part of the 100-day plan that has to do with the rebuilding trust, I'm especially appreciative to the early wins.

And what would you say going forward, and again, not going through every single thing. But what would you say going forward that you and the team, including us in your team, of course, could do to continue rebuilding the trust in our educational community?

Jhone Ebert:

Am I interviewing for my job again?

Trustee Cavazos:

You've already got it. You've already got it.

Jhone Ebert:

It's okay. It's good. I mean, because what you're hitting upon, it's not a one-and-done.

Trustee Cavazos:

Right.

Jhone Ebert:

Right? It is not a one-and-done. And so, making sure the listening component, accepting what, because people have lived experiences that I may not have had, you might not have had, other team members, but to listen to every single one of our constituents as we're moving forward, we do need to have a structure in place, guardrails in those pieces, but for... And I'm always thankful for Trustee Zamora bringing up again.

I don't know how this board could truly make policies if you are not engaged and having conversation and have an understanding of what is happening in our school building. There are times that, okay, where's the policy concern? What are we dealing with? And that you as a board would have focusing on that, but I don't think that you can't get to that policy concern unless you've had engagement, unless you've built trust and having that two-way dialogue going forward.

So, yes. It is a continuing piece of work that we all need to lean in on. I've been using now recently, trust but verify as well as we move forward because we promise we make commitments to each other on this work and now let's go ahead and follow up with did we, did I make a commitment and did I follow up on it? Did a team member make a commitment and follow up on it?

Again, I would bring that too. And that's kind of the biggest piece is there have been times when people don't agree, you know, the law. I'm sorry, you have to be five-years-old by August 1st. But that doesn't mean that people can't move forward and want to change that law in the future. And I

Jhone Ebert:

think we build trust sharing, by being knowledgeable about what we have to offer, what we cannot offer, being explicit about those pieces, and then continuing to move forward.

Trustee Cavazos:

Thank you so much. And just to confess, that wasn't an interview that was cheating because four of us trustees have community meetings this month in September so I was gathering information. So, you helped me a lot there. And I won't take up any more time. I just want to say that I do want to hear more about the legislative relationships and the possibilities going forward what we can do to work on that. So, thank you so much.

Trustee Bustamante Adams:

Thank you, Trustee Cavazos. Trustee Esparza-Stoffregan?

Trustee Esparza-Stoffregan:

So, I won't take up any more time to thank you superintendent for the hard work. But what I do want to thank you for is acknowledging the team behind you, behind the work. I think that is huge. It speaks volumes about your leadership and that it's a big lift and it's only been tomorrow 100 days.

So, I want to ask Ms. Searer to come forward because I want to hear more about... It's a two-parter. I want to hear more about how... Because I was even just called and said, "We're being asked some questions." And so, I think it was the SWOT analysis. So, it was interesting just to hear after they did it with you. So, what I want to know is how are people selected to be a part of the questioning for the SWOT? And then could you give us a high-level gist of the SWOT?

Kirsten Searer:

Absolutely. Kirsten Searer, for the record. So, I think when I sat here and you approved my contract, the superintendent promised you a SWOT, so here it is. But I spoke to more than 90 people for the SWOT analysis. I tried to get a broad representation of people who worked with each one of the departments that I have the honor to help oversee.

And so, I identified some people that I knew all of the departments worked with frequently. For example, for media relations, I talked to a few members of the media and I also asked the department heads to give me examples of folks that they work with frequently. And then I tried to pick out a couple people that I knew might not have all positive things to say so that I could listen to them. So it was that variety.

And I was very happy we had principals, central office people, trustees, members of the media, partners, a huge gap of parents, obviously a huge range of folks, lots of people in advocacy organizations. And really, I just tried to listen to them. So, I asked them what their interactions with the departments have been and what had gone well and what they might suggest for improvements in the future.

Kirsten Searer:

I have provided a draft report to the superintendent. I would say high level, we heard loud and clear that we need a new way of approaching partnerships. And so, I went over some of that before, but I can't give you a list of all the partners with the Clark County School District right now. A comprehensive list doesn't exist.

And so, Dr. Keating and I have worked on a pretty comprehensive overhaul of the partnership department that we'll include that annual survey to schools and departments that I told you about, we'll include many more options for businesses on how to get involved and get connected with a school that might work for them or a department might work for them, but also, frankly, making sure that everything's aligned. There's MOAs that live in all sorts of different departments.

So anyway, we're going to make that a lot cleaner and comprehensive and make sure that it's all aligned with student achievement and our eventual strategic plan.

Frankly, another huge theme that I heard was about communication. And you know what's interesting is I often hear people say CCSD has bad communication, and as someone who has overseen the Communication Department, that's always sort of hurt my feelings and maybe we have strides to make there, but I've come to realize that it's not just about communication with the media, it's about how we communicate with our community members and with our families.

And so, superintendent mentioned we're redoing our website, but something else that I have recommended to her is that we create an intranet for our employees. I think a lot of it, like right now we communicate largely with our employees through the weekly wire, which goes to principals and central office administration, but there's no real hub for information if you're a teacher, support professional or whatever, and so we need to fix that, I think, and I heard that loud and clear, and the superintendent's been very receptive to that message.

And also on the flip side, both talking to parents and now being a stepparent of kids in the district, we are having some conversations about how we can improve communication with parents. So, we have at least six different platforms that we currently use to communicate with parents and as well as email and Parent Link and Infinite Campus.

And so, it can be very confusing if you have students in multiple schools or even at our school, third and fifth grade uses Dojo, but fourth grade uses email. And so, it gets very confusing very fast. And so, that's a conversation that I think that we're going to start in earnest of how we can ensure that we are communicating with parents in a very transparent and also easy to digest way.

Trustee Esparza-Stoffregan:

So as a follow-up, will there be a future presentation or a summary report that we're going to receive?

Jhone Ebert:
As far as the SWOT analysis?

Trustee Esparza-Stoffregan:
Yes. Yes.

Jhone Ebert:
I'm more than happy to provide that.

Trustee Esparza-Stoffregan:
That'd be awesome. I just want to do some kind of triangulation about when we start doing our trustee meetings to just see if we can find those commonalities. And then also, you kind of shared some of those solutions. And Madam President, I do have a part two that's not related to this topic. Is that fine?

Trustee Bustamante Adams:
Part two, not related to the communication, but still on the-

Trustee Esparza-Stoffregan:
I still have a question.

Trustee Bustamante Adams:
Yes.

Trustee Esparza-Stoffregan:
Okay.

Trustee Bustamante Adams:
Go ahead.

Trustee Esparza-Stoffregan:
So, Kristen, thank you so much. I don't want you to have to stick. So, the thing that I wanted to talk about is, so you came in saying you would have triage groups, and I see it embedded in the plan. Having visited some schools the past few weeks, the concerns that are constantly, I think top of mind is special education. And so just like when we saw a situation with school, I would say not necessarily traffic per se, that we owned it because it may be situations in the municipality, the surrounding area, the roads, which we don't take ownership of, but this we do take ownership of. I don't see anything in here for special education because it's top of mind. It's constantly our litigation and the training is always something, and then there's a lack of teachers. So, I just wanted to hear that gap of what is the future for having conversations for special ed?

Jhone Ebert:

Yeah. So that is not one of the Core Four, but it is embedded across the Core Four just like ELL. So, we're not pulling out at risk. We didn't pull out special ed. We didn't pull out ELL, right? Because in each of these Core Four areas, you have students.

I'll start first with the staffing. Our team has done an amazing job and we continue to reach out to not only those that provide educators here within the state, but also out of the state. And so, we've been having conversations with strategic recruiters. And again, let me back up. We're not the only school district in the nation that is looking for special education educators.

Number two, we are very successful, we, and that's the whole community during the legislative session in attaining additional funds for those teachers that are currently here. So, retention is just as important and more important because it creates a vacant position if you're not retaining staff. So, working during the legislative session, we know CCEA was heavily involved in both Senate Bill 500 as well as AB398 to make sure that our special educators have additional compensation, especially within our Title I schools. So that's the hiring component.

As part of our looking at the cabinet level and making sure we're structured and all of those supports are in place, we have the two new region superintendents, but that freed up Deanna Jaskolski to help lead in that area. And so, she has been working with Deputy Superintendent Dr. Jesse Welsh, our legal counsel as well, and we're restructuring legal work within that area.

So being proactive, I myself have had conversations with special education advocates, and so reaching out in that area. Then finally the professional development and support of our educators that are in the classroom, right before Monica Cortez left the district, we had set up with her setting up Stacy, who is now in that position, with those components of professional development and support that were optional prior to my arrival. Some of those pieces are not going to be optional anymore, they're going to be required, professional development and support, and then just restructuring those pieces.

So, yes, those are, as we have been out in the field working with teachers and principals, special education is there, as well as our ELL kids, as well as our students that are at risk not on track to graduate with their peers.

Trustee Esparza-Stoffregan:
Thank you.

Trustee Bustamante Adams:
Thank you. Trustee Satory?

Trustee Satory:

Thank you. And thank you so much for that presentation. One thing that resonated with me, it was because of a conversation I had earlier today. You mentioned, and it seemed like a small thing, but just of engaging the members of the community that do not have children in the Clark County School District. And that is just such a group that has been previously disengaged and not involved, and they bring so much to the table. It's so important that our entire community support education, education be integral throughout the community and everyone. But I had a conversation with a community member that does not have a child in the district today, and she asked me, I hadn't seen her in a while, she was asking me, how's the district going? How's the new superintendent? And I was sharing with her all of the things that are, how successful, smooth the start of the year has been.

So many things about the 100-day plan. I'm sharing all that with her. And one comment she made was that she's so visible. She said, "I've interacted her with her in so many different places, different platforms." And that really, to me, is so key to that communication piece, whereas a lot of these things are here, but that visibility piece that you bring to the table, I think has just been so impactful. And that's as thick as just making such a huge difference on the climate and culture as well. So, I just wanted to commend you for that.

And I do have a question as well. After having visited South CTA's ribbon cutting earlier, just wanted to ask you a little bit about the component of the workforce and college readiness, but particularly on building the capacity within our CTE educators. It's just so difficult to find, to attract those educators, to give them the professional development they need in the classroom to continue to grow them. So, I just wanted to ask a little bit about your vision there and how we can support them.

Jhone Ebert:

Yeah. Thank you. I love the question because that's where we really need to take the time and think differently about time, not just seat time. If we want our students to truly be prepared for the workforce, they need to be engaged in the workforce. And so, leaving the high school campus to go... Haas is coming here soon that they can have internships right there in a manufacturing piece. And so that's for our children going out into the community, but also for our community members to become educators. And that's where we all need to think a little bit differently about just time in general and competencies. The Nevada Portrait of a Learner was based on that, but competency-based learning is deeply rooted.

And if a child is doing an internship at Haas, picking on them for right now, and they demonstrate these certain competencies, is it the educator in the classroom, me, maybe the math teacher that can check off and say, "Okay, the child has reached these competencies," even though they were with someone in the community that's not necessarily a licensed educator.

So that's a massive shift. Right? How do we think about the adults that are out in our community that are highly skilled and earning high wage? How do we make sure that they're engaged with our

Jhone Ebert:

students and our students get credit for those engagements? That's more the five-year vision of what... Are we still on that five-year team?

I'm making sure my deputy... You don't want to leave your team behind, but that's something that going out into the future. We've had competency-based learning in Nevada since the 2015 legislative session, but we have not been able to implement it. We've worked with the Carnegie Foundation, Carnegie Teaching and Learning, where the Carnegie Foundation was actually the group that came up with the Carnegie Unit and said, "Okay, 160 hours, that's what it takes, then we'll give you a credit."

Well, so for some kids it's 140 hours. They don't need 160 hours; I figure 120 hours and they understand the material. Other students need 200 hours, but yet we've built this agrarian system that says, "Here's the days. Then you get the summer off and you lose all the learning." So, I plan on bringing you with the team and others. Ryan Cordia at the Northwest CTA is phenomenal. He's already started moving in that direction with his students. He's incentivized that if students finish their nine-week time frame, if they finish it in eight weeks, then they can spend the ninth week out in the field and with internships. So, it's an incentive that he's offering this year for the students.

And so, creating those pockets of lighthouse where our school district can go in that direction, there's a lot of groups out there that would like to help us get there, but we are a very large system that will need to keep the nine months calendar going for some, and then for others, we can start pushing out into the future.

Trustee Satory:

Thank you.

Jhone Ebert:

Thank you. I love that question.

Trustee Bustamante Adams:

And Superintendent Ebert, I just have my questions. I wanted to echo my team members. I definitely feel like we are a team of 12, and for me, the biggest takeaway is the time that we get back as trustees not having to do damage control, constantly getting phone calls from constituents, from local electeds that our superintendent may not be going in the direction that this region needs. And so having less of that has been very valuable. Personally, for me.

My questions have to do on the demand side, not that I need an answer on every single, on the three questions I have. But one, is there might be a misalignment on dual enrollment. I know that we want dual enrollment, but we've had a conversation where sometimes that dual enrollment doesn't lead to the same meaning in the post-secondary world. And so that alignment between the Nevada system of higher ed is important. I think that needs to be looked at.

Trustee Bustamante Adams:

There's also my concern about the low expectations set by the state regarding our grading policy. I'm not sure how that's addressed in here, but I think that we've set low expectations for the students. And so, if I can take the minimum to do any work effort that creates maybe laziness in our students to even try hard.

And then the last two things is the fees for the exams in order to get the certifications from the CTE's, that cost has increased and some students are electing not to take those exams because of the price and I don't think that we are covering it as a district. I might be wrong.

And then the last one has to do with the business groups that are in that partnership action council. Making sure that the in-demand industries in order to diversify our economy and that those are included, not that I don't discount the Raiders or the Aces, but just that it's all seven industries that the economy is looking to diversify our region.

So, you don't have to tell me an answer now, but for the sake of time just wanted to make sure that the demand side, because we're producing 24,000 kids during our graduation and we definitely have talent pipeline needs. Okay. Thank you. Did you want to respond? I didn't expect anything.

Jhone Ebert:

So yeah. Some of those items you addressed, we'll quickly just the grading policy, Dr. Jesse Welsh has been working with the team. We actually made changes at the beginning of the school year that we were able to implement quickly. Those other changes, he continues to work with groups there.

Alignment, yes. We need to make sure that that pipeline alignment is there and I think several of those items, including dual credit, fit into that. Since I do have my mic on, I do want to apologize. Dr. Ryan Cordia, who I've known for a very long time. I keep saying North. It's Northeast. Northeast. So, I apologize to him and his team. He's at the Northeast CTA. So, thank you for flagging that for me, team.

Trustee Bustamante Adams:

Thank you so much. Okay. If there's no questions and we didn't have public comment, then we're going to... Is this an action item? Let me ask myself. Okay. I will entertain a motion to accept the report from our superintendent for the first one 100 days. Trustee Henry?

Trustee Henry:

I motion to accept the report.

Trustee Bustamante Adams:

Thank you. Trustee Esparza-Stoffregan?

Trustee Esparza-Stoffregan:
Second.

Trustee Bustamante Adams:
I have a first and a second. Please cast your votes. That motion passes seven to zero.

2.02 Balanced Governance Comprehensive Board Governance Services Proposal.
Discussion and possible action regarding the approval of a flexible timeline allowing the Board President the ability to adjust deadlines as recommended by Dr. Alsbury and as needed within the proposal. (For Possible Action) [Contact Person: Irene Bustamante Adams] (Reference material may be provided.) (*According to Governance Policy GP-4.2: Board Members' Principles of Operation and GP-17: Cost of Governance*)

Motion to approve Item 2.02 Balanced Governance Comprehensive Board Governance Services Proposal.

Motion: Cavazos Second: Esparza-Stoffregan Vote: Unanimous
Motion passed.

Trustee Bustamante Adams:
We will next move to our item 2.02, Balanced Governance Comprehensive Board Governance Services Proposal. I'm going to invite our board liaison, Mr. Caruso, to come up. He will give a brief recap high level. And then Mr. Caruso, do we also have Dr. Alsbury online? Yes, we do. Okay. They will tag team for item 2.02.

Before I have Mr. Caruso go, is there anyone that did not complete a public comment card for this item? Okay. Seeing none that is closed.

Mr. Caruso, please proceed.

Joe Caruso:
All right. Thank you, Madam President. Madam President, members of the board, Superintendent Ebert, Joe Caruso, for the record. So, before you this evening, we have agenda item 2.02, which is the Balanced Governance Comprehensive Board Governance Services Proposal.

So, if you remember our last conversation with Dr. Alsbury in August, we asked board counsel for guidance on how we can have the ability, the flexibility to really work within the proposal. If you remember when Dr. Alsbury's agreement came to initially, we had dates in the proposal. And then every time we changed a date, we had to bring the proposal back.

So, the goal is to work on a flexible timeline. So, working with Mr. Parker's team, Ms. Turfley, she approved a discussion of possible action regarding the approval of a flexible timeline which will allow the board president the ability to adjust deadlines as recommended by Dr. Alsbury and as needed with the proposal.

Joe Caruso:

And I'll give you two examples, first off. So, we had talked about doing a retreat on October 3rd and the goal was we were going to do the board evaluation, the assessment, superintendent training and governance policies. Holy moly, that's a lot in one day.

So, with trying to look at the amount of work that's coming forward and try to really take the time to dive into the policies and give staff the chance to go through them, give superintendent chance to go through them, and then have a chance for Dr. Alsbury to look at the recommendations. Our proposal to you is to move the policy retreat to November.

And the reason is it gives us more time to do that work. I'll tell you; it's been great conversation having the unit chiefs looking at the policies. The last two days I've had unit chiefs come up to me and say, "Hey, these are things that we're working on differently. These are things that we need to update." So, it's well overdue. And I'm excited that the staff's really, and I appreciate the superintendent and her guidance as we're really able to do a deep dive into the policies.

With that said, we still have the board evaluation, which Dr. Alsbury is working on right now. As you know all of you took the surveys, you provided your feedback as to individually and then as a group. And then Dr. Alsbury is going to present to you-

Trustee Bustamante Adams:

Mr. Caruso, just for a second. Dr. Alsbury, can I ask you to put you on mute? I think I hear like bubbles in the background. Okay. Thank you. Go ahead, Mr. Caruso.

Joe Caruso:

So, the intent is for Dr. Alsbury to present that comprehensive board evaluation report, which we did many years ago. The board received, and I'll tell you, it was very, very interesting to see. There's a lot of data, there's a lot of information, a lot of great discussions. And not to mention the superintendent will receive her training with Dr. Alsbury, which is part of the proposal.

So, with that said, the ask this evening is to allow the timeline, as you know the timeline does have TBD, to be determined. And then that way there there's flexibility as we do the work to do the work and have the time to do the work as needed. So hopefully, I recapped that. Dr. Alsbury, hopefully I did a fair job of recapping that discussion.

Thomas Alsbury:

Yeah. That sounds great, Joe. I don't think I have anything to add. Thank you.

Trustee Bustamante Adams:

Thank you, Dr. Alsbury. So just for the team. This would be for the recommendation for a flexible timeline. For October, we still have our board retreat but it'll be focused on our board evaluation. So, for the audience, for my first time, we got the opportunity to work with Dr. Alsbury on Balanced Governance™ regarding ourselves as individuals and then as a collective team.

Trustee Bustamante Adams:

So, we got to evaluate the group and then also each individual trustee got to evaluate the other members anonymously. And so, Dr. Alsbury is involved with that work. He will get the feedback and then collectively meet with each one of us to give us that feedback, and in general, and also the opportunity to get coaching one-on-one with Dr. Alsbury so that we can grow as a team. But that would be on October 3rd, we would get those results from him and looking forward to that. But the proposal for here, 2.02, is to allow us to have a flexible timeline so that we don't have to come back and bring every single change regarding a date to the group because that does slow us down. So, any questions from the team? Trustee Esparza-Stoffregan?

Trustee Esparza-Stoffregan:

Joe, my question probably is for both of you. Hello, Dr. Alsbury. Thank you for always being so available for us.

Thomas Alsbury:

Sure. Thank you.

Trustee Esparza-Stoffregan:

Since now we know we just found out that it's not going to cover policy on October 3rd. Dr. Alsbury, I just have an ask because that governance policy is, it's a bear. There's a lot to go through and I appreciate the process because you're the expert in having the staff look at it first, which is great. But can we get an assurance of getting it ahead of time prior to the November PD? Because I would like to have opportunity to really deep read it and put my notes on it.

Thomas Alsbury:

Yeah. That's the plan. And we have a timeline, notwithstanding the flexibility that's being asked for to adjust things as you need it because it fits your needs best. Don't mistake that TBD to mean that we don't have a timeline. We do have a tentative timeline in mind. And Joe, I'm going to hand off to you here.

Joe's so organized and we have dates set out so when I'll be delivering those policies. First, I'll be getting those back from Joe, from the staff input, that'll allow me to do the final revisions to make ensure that everything is up-to-date like with state statute and so forth. And then we'll be getting that out to you. So, I'll stop and let Joe talk about the dates that we're planning to do that.

Joe Caruso:

Yeah. Madam President, members of the board, Superintendent Ebert. So, Trustee Esparza-Stoffregan to your question, so the intent is to do a retreat on Friday, November 7th. So, if we backwards map that, we would post the agenda with all of the policies on Thursday, October 30th, which works out great because Friday is Nevada Day and we're off. So that gives everyone a full day hopefully to digest.

Joe Caruso:

So, it'll be within our governance timeline. Because it is an action item, we do have to follow, we can't send anything to you unless we post it publicly. So, we have to be within the open meeting law. But that is tentative, that is our plan. As Dr. Alsbury said, we have spent a lot of time mapping this out and trying to work. It is a challenge with posting deadlines and plus allowing us time. But I think that'll help.

And then keep in mind, we'll still have to bring the policies back again because we do the notice of intent process afterwards. But Dr. Alsbury will be with us on the 7th of November. He's been gracious enough to commit that date and make sure that we have that time with him. So, I appreciate that.

Trustee Bustamante Adams:

Thank you. Trustee Dominguez?

Trustee Dominguez:

Thank you, Madam President. I just wanted some clarification. Mr. Caruso, you said November 7th or October 7th?

Joe Caruso:

Madam President, members of the board, Superintendent Ebert. So, the first retreat will be October 3rd. That one we've communicated. That's going to be the board evaluation. So that had always been planned to be the board evaluation. We were also tacking on the policies for that with an intent, a very high ambitious intent to bring those to you, but as we work through this process with Dr. Alsbury, we're realizing that those need a little bit more time. So that's why we're adding an additional retreat, and I believe Trustee Bustamante Adams has asked a message, we'll get that out the next few days so that trustees to put a hold on your calendar for that date. But November 7th will be an additional date that we're adding.

Trustee Dominguez:

Okay. November 7th. And then I guess I just need clarity on how, if we're going to allow flexibility, how it would work with you Madam President. I know there's been times when we've scheduled special meetings or things that I've had to move things around, so I'm just kind of curious how you see this working out.

Trustee Bustamante Adams:

Thank you for the question. On the back end, we have a timeline that we've set. So, we have internal goals. And so, our goal is to move that process forward. So, we do have an idea. We didn't want to put it in there because we do need flexibility, but rest assured that there is a plan to drive the ball across to the goal. And in addition, things pop up like today where we weren't scheduled for something and we had to put it on our calendar. We try to do those as minimal as possible, but I am grateful for this entire team, their flexibility to put our work in a priority level.

Trustee Bustamante Adams:

So, I don't know if that answers your question. Our intention is to be structured. It just sometimes doesn't always work out as planned.

Trustee Dominguez:

Got it. And I guess I'm also curious as to how the communication for us will be. Will you be requesting our availability or will it just be, "Hey, we've looked at the calendar, this date is the only date that works for everyone?"

Trustee Bustamante Adams:

No. Definitely the first. Your availability, how many of us can get there? Like we did with the last retreat, we were like, "Is there any possibility that we could move something?" And so advanced notice is always helpful, especially for me and I know for others, we could possibly move things around if we got advanced notice. But that's always the intent is to think and ask for our availability and how could we.

Trustee Dominguez:

Got it. Thank you.

Trustee Bustamante Adams:

Trustee Cavazos?

Trustee Cavazos:

Thank you, Madam President. And my colleagues, Dominguez and Ramona have already kind of asked the same question. So, I just want to make sure. So, October 3rd, no, we're not going to be working on policy at all. It's all going to be the board evaluation retreat. So, November 7th, which Ramona had already asked about. We will receive sufficient time to be able to do, I think she called it a deep dive. So that will be only policy. Am I understanding that correctly?

Joe Caruso:

So, Madam President, members of the board, Trustee Cavazos, to your question. So sufficient time is the timeline that we have in policy.

Trustee Cavazos:

Right. Right.

Joe Caruso:

So, October 30th, so that's the date that we post the agenda. That'll be the date that we post the reference material. But if something changes, we'll of course communicate that, but that is the date. We can't give you the policies ahead of time because it's an action item so we have to wait until the agenda posts.

Trustee Cavazos:
So, we'd have about a week?

Joe Caruso:
You would have, well, exactly a week and a day.

Trustee Cavazos:
Yeah. Okay. Thank you.

Joe Caruso:
Because your Friday is a holiday, so that works out nice.

Trustee Cavazos:
Okay. And also too, having to do with the flexibility and allowing our president to do that and to communicate with our consultant, will our Vice President Trustee Zamora be included in that also?

Trustee Bustamante Adams:
Typically, yes. I always include Vice President Zamora and Trustee Henry in the communication. They're involved.

Trustee Cavazos:
Okay.

Trustee Bustamante Adams:
I can't think of something that they haven't been involved in because my goal is to make sure that we are educated across the three of us. So yes.

Trustee Cavazos:
Okay. Thank you. That's all I have right now.

Trustee Bustamante Adams:
Any other questions from trustees? Okay. Then I will entertain a motion for the action to approve the board governance service proposal for a flexible timeline. Trustee Cavazos?

Trustee Cavazos:
Madam President, I'd like to make a motion to accept 2.02 on the current balanced governance proposal.

Trustee Bustamante Adams:
Thank you. I have a first. Trustee Esparza-Stoffregan?

Trustee Esparza-Stoffregan:
Second.

Trustee Bustamante Adams:

I have a first and a second. Please cast your votes. That motion passes seven to zero.

2.03 Balanced Governance Superintendent Evaluation Process Overview.

Discussion and possible action regarding the Balanced Governance Superintendent Evaluation Process and an overview of the next steps. (For Possible Action) [Contact Person: Irene Bustamante Adams] (Reference material may be provided.) (According to Governance Policy GP-4.2: Board Members' Principles of Operation and GP-17: Cost of Governance)

Motion to accept Item 2.03 Balanced Governance Superintendent Evaluation Process Overview.

Motion: Cavazos Second: Biassotti Vote: Unanimous

Motion passed.

Trustee Bustamante Adams:

Our last item before we take our public comment on items not listed is balanced governance 2.03. Did anyone not get an opportunity to complete a public speaker card? Okay. Then I'll close that.

I will ask Dr. Alsbury to go ahead, and this is our Balanced Governance Superintendent Evaluation Process Overview. And so, as our board liaison, Mr. Caruso, stated, part of the events that will happen on October 3rd is Dr. Alsbury will be meeting with our superintendent to begin her training on Balanced Governance™. And in addition, they will start talking about the evaluation process. So, Dr. Alsbury?

Thomas Alsbury:

Thank you very much and thank you for having me tonight. I can't see you. I don't know if you can see me, but I can hear you just fine. And what I'm seeing on my screen is the proposal and not the PowerPoint so.

Trustee Bustamante Adams:

Hold on for a second. Dr. Alsbury, we can't see you at all.

Thomas Alsbury:

Okay. That's it. And then there we go. Well, thank you very much and want to, again, review the superintendent evaluation process with the board and make sure that all your questions get answered and the superintendent's questions get answered as well. I will say in beginning to go over this with you, that this is a policy. You do have the superintendent cycle policy. It did come from me a number of years ago when I was working with the district earlier, and it is found in Policy B/SE-1 called Board and Superintendent Evaluation Methodology.

This is the initial superintendent evaluation cycle and steps that you have had all along in your policy. I'll say that the process that I'm going to share with you, because there have been, some time has passed. I've had the opportunity to work with a number of superintendents across the country on this and we have made some slight improvements, I think, on the process.

Thomas Alsbury:

And so, I would say there's nothing in your current policy that's being removed or substantively changed, but there's definitely some more detail that's been added that I think has made the process and the report even more effective and provide more detail to the board. So, if we want to go to the next slide, please.

This slide here is just indicating what we're going to do. Next slide. As always in working with the board, we kind of hold to what I call the 5 R's, and this came from the Clark County School District. So, thank you very much.

And so, all of this conversation about the superintended evaluation is very much connected to Balanced Governance™. And so, all of the parts that the board works with are interconnected. So next slide please. And so, we focus on that. So go ahead on the next slide.

So first of all, in the policy and when we complete, again, our discussion tonight of this process, I think that will pave the way for me to be able to also take a look at that superintended evaluation policy and make any necessary revisions to that as well. So that's part of what we're about tonight. But in that policy, and this would also be included in a handbook that would follow, would be a superintendent evaluation manual and it would have the details.

The beginning of that evaluation is a narrative. It's descriptions that talk about what is the purpose of the superintendent's evaluation and what is the goal of the superintendent's evaluation? And I won't go into all of that detail tonight, but I'll talk about a few things. And one of them is what you see on the screen. And that is that the superintendent's evaluation as designed in Balanced Governance™ is focused on superintendent growth or continual learning.

It's a growth mindset approach rather than a compliance mindset approach. It's a method by which the board can give direction to the superintendent on how to make improvements moving forward. And it's also designed to be very specific and very tightly connected to the board's goals. The superintendent I should say, and board goals. That is what is the superintendent trying to do to accomplish in the district to identify those things?

And then creating the superintendent's evaluation to determine if a sufficient progress has been made on those identified goals. And that's an important point for me to start this with because when we compare it against what superintendents are typically evaluated against, they typically, there is a sort of a one-size-fits-all boilerplate evaluation, several pages and it'll say, "Is the superintendent an effective leader?" Strongly agree, agree, et cetera. And you use that year after year after year.

The reason you can do that is because it's general and it's not specific to your current goals. What are you trying to accomplish this year, for example? The balanced governance evaluation process actually focuses laser-like into what are you doing as Clark County? What specific goals are you trying to achieve, trying to make progress on? And so, the whole thing is focused on that.

Thomas Alsbury:

Secondarily, the entire evaluation, which you'll recognize from your training in Balanced Governance™ is focused on what kind of progress are we making on performance, district-student performance? And so once again, we know from our research that boards that focus in their own evaluation and also the superintendent's evaluation on how are we doing? Are we making progress on our goals are the most effective? So, let's go on to the next slide.

So, in trying to achieve that, and this is the cycle. Now if you happen to look at that policy that I referenced, you'll notice that there's a couple of additional pieces to the cycle and that's the additional steps that I've referred to that I mentioned as we have refined and improved this cycle. Next slide, please.

The first step to the cycle with the red arrow. And the first one is what we're doing tonight and that is that it's important that the board understand how the cycle works and the superintendent it's a partnership and that the board and the superintendent feel comfortable with the cycle and have any of their questions answered about the cycle. So of course, that's the first stage. Before we get into it, we all need to agree. Yep, this is going to be something that works well for us.

The second step, which is the second red arrow, decisions on focus goals and performance indicators. That's going to be a conversation that's going to come next. After tonight, I'll be working with Superintendent Ebert and we'll be talking about what are the goals and performance indicators that the district is working on for this year for '25-'26.

Now let me say that at this point, we're meaning to be a little bit creative because the district's plan, as you just saw in the superintendent's presentation, is to develop a new strategic plan. That if I was watching carefully the presentation, which was excellent, the launch date is in the spring of 2026 and development in the winter of 2026 of that new plan.

So, I point that out because for this year's superintendent's evaluation, you won't quite be finished with your new strategic plan. Now under the normal cycle, and I hope that we'll continue and do this for '26-'27 with the evaluation, we'll actually take that strategic goal plan itself with all of the goals and all of the targets, and that will be what we use to have a discussion about what areas do we want to focus the superintendent's evaluation on? It'll come right from that strategic plan.

Now because for '25-'26, we don't have that plan in place yet. This is where the conversation between the superintendent and I, will create a list of goals for '25-'26, and I don't want to be presumptuous, Superintendent Ebert, but I presume that a lot of the things that I just saw in the presentation that you gave, a lot of those goals, the core academic areas, the climate and culture focus, and a lot of that is going to be a part of our conversation in terms of what you're working on for this year. And so, what we'll do is those things will be the content of the superintendent's evaluation for '25-'26. So next slide, please.

Thomas Alsbury:

So, in order to create an effective superintendent evaluation, I've already mentioned the importance of being growth mindset. That we want to make it not as a gotcha device but as a device that's going to actually help us move forward. The second point is that we need to create an evaluation that is from the whole board. Remember Balanced Governance™ is about that the authority, if you will, rests in the whole board. It does not rest in individual board members. And so as much as we can and everything that we do with balanced governance, we try to bring the information to the whole board so they're very informed. The superintendent talked about the importance of the board being informed so they could make good policy decisions. I couldn't agree more. That's really a core value in balanced governance and this is no different.

And so, for in this case, 11 board members, 11 trustees to hand 11 different individual assessments to a superintendent is not going to be very productive, I can tell you. Sometimes when we do that, there'll be even sometimes very contradictory, you should grow in this area. Nope. You're fantastic in this area. What does the superintendent do with that? And so, we have a task before us. It seems like maybe even a monumental task because you have a larger board and that is to how do we take 11 viewpoints, 11 ideas on how to grow, how the superintendent can grow even more and bring that together into a one single evaluation that's clear and represents the board's consensus, but also brings in all of the various ideas from the individual board members. And so that's our goal with this process.

Now one of the other things that we have to accomplish, there's a lot to accomplish here. So, 11 becomes one and we're together clear direction to the superintendent. The next thing is we can't overwhelm an executive. The superintendent or any administrator around five performance targets is probably reasonable for one year to make significant progress on.

And so even though there's often many targets and many goals and the superintendent works on all of those all the time, it's not effective to say we want you to show significant improvement on every one of them, especially if it's a five-year plan. In a lot of cases, the first year there's certain things that make the most sense for a district to focus on, for the superintendent to focus on, and that will change over the years as the superintendent develops the program.

In fact, in the superintendent evaluation model, you'll see even in the policy that you currently have on the books, you'll see that the recommendation I give is that the first year is a development year. That is superintendents doing things with the structure of the district to gear up, to staff it, to get procedures in place so that then we hope to see those actual achievement outcomes coming down the road. Authentic change requires that kind of a process. They're not going to happen instantly in a single year.

And so, we designed the evaluation in the same way. So first-year superintendent, it makes sense that what they're shooting for is going to naturally look a little bit different than what say a five-year superintendent is going to be shooting for. And that changes through time. So again, the evaluation will be unique to this year.

Thomas Alsbury:

So, we try to narrow that to five. So, let's say that we have 30 things that we'd like to see improvements on. We're going to have to try to narrow that to five. And that's our second challenge.

The third challenge is that when we hand the superintendent the evaluation, we want it to be one evaluation, but we're going to be providing, you're going to be providing recommendations for growth. That's actual statements that inform statements where you are going to recommend for the superintendent to focus on or make some additional movement forward, improvement from six to eight areas.

That again, where do we get that six to eight? That's about the most a superintendent can reasonably handle in a single-year evaluation to make improvements on. And so, I can tell you that in this process, again, with 11 board members, it's very easy to have many, many more than six to eight recommendations for growth.

If I was predicting right now, I'm guessing that through this process we'll probably see between 50 and 70 recommendations just because that you fill the spaces out in the superintendent's evaluation form. If each trustee gives just one single recommendation on several of the items, we're very quickly with 11 board members up to 50 or more suggestions for growth. So again, that's our third challenge is we have to, how do we take 50, 60 and bring it to what's our consensus? What's the most important to the full board, six to eight areas for the superintendent to focus improvement on? So those are our challenges. So next slide, please.

How are we going to do that is probably your question, so I'll try to explain that and then we'll answer questions that you have. First, let's just review the process, the overall process. The first two I've already talked to you about. We want to say, "Yep, this process will work for us. It's already in our policy."

Number two, I'll meet with the superintendent and we'll come up with a list of the goals, indicators, targets that the superintendent is going to recommend for the board to consider. Now what you, as a board, will need to do and we will be doing this in a session moving forward with the superintendent process here. We will have a session where we'll take those multiple goals and targets that the superintendent has put forward.

Again, I'm suspecting that many of them you've seen in the report this evening. And we're going to go through a rating process to narrow those down to the five target areas around five target areas that we're going to have the superintendent focus on for this year's evaluation. So that'll be a process that we go through together in step number two.

Step number three is a mid-year check-in. How is it going with those targets that we identified as a board for the superintendent to especially focus in on? How is it going with those various goals? By

Thomas Alsbury:

the way, also, it's all tied together. The areas that you identify as your most important areas for the superintendent to focus in on for this year should also be in this process on your board calendar. So, in other words, you don't wait till this mid-year check or to the end of the year to receive data and reports on how is it going with these identified goals. You should be putting those in your agenda as that data comes in throughout the year so that we don't wait till the end. So, in many cases, the mid-year check-in from the superintendent and the final end of the year check-in from the superintendent will not be brand-new information to you.

You would have received those reports throughout the year already. This will just be sort of a wrap-up of all of that that you have seen over the previous half of the year. And then an opportunity with the superintendent to add anything that may not have been presented in a regular board meeting report.

We then will get to item four and five and six and they really go together, and this would be occurring in the fall of 2026. And so, the '25-'26 year is finished, and then we get into the fall and we start the final process of those challenges that I mentioned of creating that single report, evaluation report, and that six to eight recommendations for growth. And I'll talk to you here about how we're going to do this. So next slide.

And these next slides are really the ones that come after this slide are a breakdown of the same process and we'll go through those very quickly. Now in part of the decision making that you have as a board to do is connected to the language and the numerical rating. So, in the areas that you select, that you'll select as areas of focus, those five areas for the superintendent to focus in on, you will be asked to rate those at the end of the year. So that would be happening in the fall of 2026.

You'll be given a tool, an evaluation tool, and part of that tool is a rating system. It's a rubric. Now the first thing is we want the rubric to match what you use as a district with your evaluations of your administrators, at least, and your teachers if possible. So, these terms are not random, highly effective, effective, developing, ineffective. We want those to be the same words that you use in evaluating your other administrators. Just again, it's the sake of consistency and fairness.

If those words are not the same, are not what you used, I believe they are, but my recommendation is that you would have the same words that are used. Okay? The other thing that you always want to decide before you start the evaluation is where are you going to cut off the average rating? And so, we don't want to get into a situation where at the very end of an evaluation, and let's say that the superintendent scores a 2.7, let's just throw that out, okay? That is when I average all the ratings.

Again, highly effective would be given a number four. That would have a value of four, effective would have a value of three, developing would have a value of two, ineffective would have a value of one. But when I add all those up from all the board members and take the average of the rating

Thomas Alsbury:

from everyone, we're not going to get one, two, three, four. We're going to get some number with a decimal.

And so, the question then becomes if that average is 2.7, what are we saying? Are we saying the superintendent was effective? And we don't want to get into a situation where then we have a, "Oh, wait a minute, 2.7, that's awfully close to 2.79 down there and developing. And so, I think we should say they're developing."

And again, we just want to have agreement before we even begin the process, we're committing to these cutoff numbers. And I've used these before with other districts in Nevada and it's been very effective, but that is your choice. Okay? That if the number falls in this case between 2.8 and 3.59, then we're going to say that that's effective. That would be an effective performance. Okay? Next slide.

Now these are the slides I alluded to. I've already really talked through a lot of the process, but let me take you to the fall of 2026. So, we've been through the year, you've seen all the data. You've had a mid-year check-in where the superintendent has shared, you've had an end of the year check-in where the superintendent has shared all of the data. And by the way, we wait typically until the fall of the next year. You might wonder why would we wait. The year ended in June, why don't we have the superintendent's evaluation in June or July?

The reason is because if you have some goals you're trying to achieve, a lot of times the data, like some performance data, some of your survey data, we don't even have that. The district doesn't have it available for that year until late into the summer. And so, we typically do the superintendent's evaluation in the beginning of the following year because then we know how we did the previous year with that data.

So, the way that this process will go is that early in the fall, the superintendent will provide for the trustees a summary of all of the things that were achieved, particularly focused on around five areas that you've selected for the supt. to focus on. You'll then receive from me via email an evaluation tool, and that tool will be an online tool. You'll select it and it will have a rubric in it for you to rate all of the areas that we've selected as well.

It will have a section for you to write commendations on those areas. And in addition to that, underneath each one of the areas that you've selected for focus goals, there'll be recommendations for growth section where you'll be asked to write in, type in your recommendations for the superintendent for growth.

That if you have questions during that time, then I will be available to assist you. It probably won't need that, but occasionally there is, because you'll see that in my instructions when we get to this point in the fall, I'm going to ask you the board, and this is part of the unique nature of this evaluation. I'm going to ask the board to write growth statements, recommendations for growth.

Thomas Alsbury:

That is superintendent should focus on increasing their visibility. I know that's not an issue for your superintendent, but that would be an example of a growth statement. What we do not want, because it's just not helpful, it doesn't give any direction to the superintendent, it doesn't help them grow are what I call editorializing or prefacing statements. Well, I heard this and I heard that, and I feel this way and I feel that way and I've got this problem with, or I really think they're fantastic.

All of that's wonderful, but at no point in any of those comments has it yet told the superintendent, and here's what you need to work on. And so, I'm going to be asking, coaching, giving instructions on please try to make your statements actual action recommendations for growth, actions that the superintendent can engage in and I'll assist you in that.

I'll then have you send those back to me. Usually, we give about two weeks. I will then compile everything that I receive and I'll be able to do the math to get an average rating for all of the areas that you're focusing in on. So that's going to be able to be done very quickly. Then I'll be taking every one of the recommendations for growth. I mentioned it easily could be 50 or 60 of those, and we're going to go to the next step in the process. So next slide.

Now again, this is where we get a challenge or how do we narrow that many recommendations down to six to eight. So, what I'll do is I will first ensure that all of the statements are growth statements. Okay? The second thing is that I'll ensure that anything that's identical statements of growth are combined. I'll then take those statements and I'll mix them up and I'll make them anonymous. I won't identify which trustee they come from.

We want the ideas for growth to rest upon their own merits, not be linked to any board member one way or the other. We don't want that to be an influence. I will then create a rating sheet with all of those. If it's 50, it's 50. So, every one of the comments will be included. We won't exclude anyone. They'll all be there and they'll all have a fair shot. They'll be a rating system, and I'll show you that, the rating, how we do that rating on the upcoming slide. But from that rating, I'll then take the rating, I'll do an average of your ratings and typically will come up with, it has been the case, between six and eight items that clearly stand out as the consensus from the board on what they think the superintendent should be focused on for improvement.

The final steps will be that once that is completely done, that evaluation report is completed with the ratings, the commendations, the recommendations for growth. I'll meet with the officers and the superintendent in order to make sure that the superintendent receives that report. We don't want surprises. We don't want the evening that this report is presented before the public in a board meeting to be the first time the superintendent sees the results.

So, they'll have an opportunity to see the results. That will not be an opportunity to do any kind of edits. There won't be any changes or edits. It'll just be so that the supt. can see the report. And also, they can prepare in case they have any discussion or comments that they'd like to make on it.

Thomas Alsbury:

We'll then immediately, and I usually do it the very next day after the superintendent has a chance to see that, I will then send it to all of the trustees so they have it and they'll receive that in advance of the board meeting. And then we will have a board meeting, which is where we publicly present, and I typically am there to go through the evaluation results to the board and then ask the board to discuss and then hopefully accept that evaluation report. So next slide.

Now really, I've gone through, I know that's a lot, so-

Trustee Bustamante Adams:

Yeah. And Dr. Alsbury, this is Irene. So, I agree that this will be my first time, and this is my third year on the board that I will do a board evaluation. I mean, the evaluation on the superintendent. So, thank you for being so detailed. But I agree that the rest of the PowerPoint, I think that provides backup for what you just went through. Is that right?

Thomas Alsbury:

It is. And I was going to say there's really nothing in addition to what I've just gone through other than just a lot of detail on what do the ratings look like on those various rating forms that I've commented on and so forth. So, I think that I've really gone over everything, president, and I'm happy to take any questions that you might have.

Trustee Bustamante Adams:

Awesome. So, thank you so much, Dr. Alsbury. This is one of three of one of the most important tasks that we have as a team, and so I'm excited to, like I said, it'll be my first one. And so, any questions from any of the trustees? Trustee Cavazos?

Trustee Cavazos:

Thank you. This is not a question. This is just for Dr. Alsbury to thank him for giving us such a specific and focused and strategic process for doing this. I will just say without going into details, this has not always been the case in the past, and so I'm very grateful for how specific he is and stating how he will help us if we do run into some roadblocks along the way. So, thank you. Dr. Alsbury.

Trustee Bustamante Adams:

Thank you, Trustee Cavazos. Any other questions? I don't see any other questions. Dr. Alsbury, we're excited about this journey.

I know it's an action item so I will entertain a motion to accept the balanced governance superintendent evaluation process. Trustee Cavazos?

Trustee Cavazos:

Thank you, Madam President. At this time, I'd like to make a motion to accept agenda item 2.03, the balanced governance superintendent evaluation.

Trustee Bustamante Adams:
Thank you. Trustee Biassotti?

Trustee Biassotti:
I will second that motion.

Trustee Bustamante Adams:
I have a first and a second. Please cast your votes. That motion passes seven to zero.

Thank you, Dr. Alsbury, for your time. I appreciate you.

Thomas Alsbury:
Thank you again and I look forward to seeing everybody in person here very soon.

Trustee Bustamante Adams:
Wonderful.

Public Comment on Items Not Listed as Action Items on the Agenda.

Trustee Bustamante Adams:
Our next item is a public comment on items not listed as action items on the agenda. Did anyone not get a chance to complete a public speaker card? Okay. We do have one person. Ms. Elena, if you'd like to come up and then just state your full name for the record.

Public Hearing

Elena Fabunan:

Good evening, Madame President, trustees and Superintendent Ebert, for the record, my name is Elena Fabunan. I want to address Trustee Dominguez's recent public statement that CCSD libraries contain books so obscene they're not allowed in men's prisons. That is a very serious allegation. If it were true, then for transparency and accountability, Trustee Dominguez should, one, identify the specific book titles, two, name the schools where they are located, three, cite the policies that supposedly allow them. Without that evidence-

Trustee Bustamante Adams:
And I'm sorry, I'm just going to pause your time for a second. For us in our business meeting, Ms. Elena, it would be, we are asking you to address us as a team and not just one individual member. So, you could just address it to the whole board.

Elena Fabunan:
Even though it was a public statement?

Trustee Bustamante Adams:
Yes, ma'am.

Elena Fabunan:
Okay.

Trustee Bustamante Adams:
Thank you so much.

Elena Fabunan:
This is not fact. It is rhetoric that risks fueling unnecessary fear. Nevada school libraries already follow district level review and approval processes. These procedures exist to ensure that books are age appropriate and educational. According to the American Library Association, the most challenged book in 2024 was All Boys Aren't Blue by George M. Johnson, along with other titles by LGBTQ plus authors and authors of color.

These challenges are rarely initiated by parents themselves. We must recognize the pattern sweeping claims designed to stigmatize communities and instead of protecting students. Most of these claims are campaigns led by groups like Moms for Liberty. It is also important to note that Trustee Dominguez has not yet completed even one full year-

Trustee Bustamante Adams:
Sorry. Let me just... Yeah. To address the trustees.

Elena Fabunan:
The trustee has not even completed one full year-

Trustee Bustamante Adams:
Thank you.

Elena Fabunan:
... term serving CCSD families, yet she is already running for Congress. That raises real concerns about priorities and commitment. Parents and voters deserve trustees who are fully focused on our district students, not leaders who treat this board seat as a political stepping stone.

I would gladly meet this trustee in any CCSD school library to review the books firsthand. Transparency requires evidence, not fear-based talking points. Our students deserve access to diverse award-winning literature not censorship driven by politics or misinformation. I urge this board to ground its decision in facts, processes, and the best interest of our children. Thank you.

Trustee Bustamante Adams:
Thank you so much. Seeing no others in the public comment.

Upcoming Meeting of the Board of Trustees – Thursday, September 11, 2025, 5:00 p.m.

Trustee Bustamante Adams:

We'll move to item 4.0, upcoming meeting announcements. The next meeting of the board of trustees is Thursday, September 11th at 5:00 p.m., here in this boardroom.

Adjourn: 6:00 p.m.

Motion to adjourn.

Motion: Cavazos Second: Henry Vote: Unanimous

Motion passed.

Trustee Bustamante Adams:

I will entertain a motion to adjourn the meeting. Trustee Cavazos?

Trustee Cavazos:

Thank you, Madam President. At this time, I would like to make a motion to adjourn the meeting.

Trustee Bustamante Adams:

Thank you. Trustee Henry?

Trustee Henry:

I will second.

Trustee Bustamante Adams:

I have a first and a second. Please cast your votes. Thank you. That motion passes seven to zero.

The time is 6:00 p.m. Thank you.